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ABSTRACT

This publication contains statewide standards for the respiratory therapy technology program in Georgia. The standards are divided into 12 categories: Foundations (philosophy, purpose, goals, program objectives, availability, evaluation; Admissions (admission requirements, provisional admission requirements, recruitment, evaluation and planning); Program Structure (curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, course transferability); Program Evaluation and Planning (program evaluation, program planning, enrollment, graduation, and placement levels, attrition levels, student performance); Instructional Program (course content, course objectives, course instruction, occupation-based instruction, evaluation of students, grading system, laboratory management, equipment, supplies, and materials; physical facility); Academic Skills (academic requirements); Employability Skills (job acquisition, job retention and advancement); Staff (faculty qualifications and responsibilities); Advisory Committee (function, membership, meetings); Special Needs (commitment); Equity (commitment); and Health and Safety (commitment). Each standard consists of these components: standard statement, explanatory comment, and evaluative criteria. (YLB)

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RESPIRATORY THERAPY TECHNOLOGY PROGRAM STANDARDS

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RESPIRATORY THERAPY TECHNOLOGY PROGRAM STANDARDS

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ACKNOWLEDGEMENTS

The development of Respiratory Therapy Technology program standards is a significant step for technical education and economic development in Georgia. These standards represent a statewide commitment to provide consistent, quality technical education, to equip our graduates with the background and skills necessary to meet their individual occupational needs, and to meet the currently expanding needs of the Georgia employment market.

Many people have contributed time, effort, and expertise to the standards development project. The Georgia Board of Technical and Adult Education, the Board's Standards Committee, the standards development committee, and the project staff have worked diligently to make the establishment of these standards a reality. Robert Mabry and John Lloyd of the Georgia Department of Technical and Adult Education have provided initiative and direction for the project. Russell Meade contributed significantly to the initial effort to develop standards for all programs. Patt Stonehouse, acting Director of Instructional Services, has provided invaluable assistance in planning and monitoring the project.

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Judy Hulsey
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Chairman, Georgia Board of Technical and Adult Education

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Commissioner, Georgia Department of Technical and Adult Education

RESPIRATORY THERAPY TECHNOLOGY PROGRAM STANDARDS

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HOW TO USE THIS MANUAL

Tab Dividers

This document is divided into sections each section being divided from the others by means of a section-identifier tab. Each section contains standard(s) pertaining to a particular category of standards.

Table of Contents

The Table of Contents lists the tabbed categories of standards plus the title and identifier number for each standard within each tabbed section.

Numbering System

Each standard has a unique six-digit identifier number. The number is divided into three sets of two-digit couplets each set being divided by a dash.

Example: 03-04-05...
03 indicates standard document #3 (i.e., The Electronic Engineering Standards document).
04 indicates section #4 in the document (i.e., The Program Evaluation and Planning standards section).
05 indicates standard #5 within section four (i.e., The Student Performance standard within the Program Evaluation and Planning standards section).

Finding a Standard

Standard identifier numbers appear in the upper right-hand corner of each page. To find a given standard refer to the Table of Contents to find the identifier number of the standard of interest, select the appropriate section tab, and find the desired standard within the selected tab section.

Amendments

Registered manual holders are instructed to keep their manuals updated as amendments are disseminated.

Document Transmittal

All new or revised documents are sent to the registered holder of the manual and are recorded on a Manuals Document Transmittal Form. Transmittals are numbered consecutively, and instructions for use are printed on the form.

Amendment Record

The registered holder of the manual records the receipt of all Manual Document Transmittals on the Amendment Record. This record and instructions are found on the reverse side of the manual title page.

RESPIRATORY THERAPY TECHNOLOGY

FOUNDATIONS
(Philosophy)

Standard Statement

A philosophy statement is developed expressing the beliefs and values that govern the content and conduct of the Respiratory Therapy Technology program.

Explanatory Comment

A statewide program philosophy statement is developed and provided for the Respiratory Therapy Technology program. The statewide philosophy statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

The Respiratory Therapy Technology program philosophy statement expresses the fundamental educational and occupational principles that guide the instructional process.

Evaluative Criteria

The Respiratory Therapy Technology program has a clearly defined, written philosophy statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Respiratory Therapy Technology program philosophy statement is developed by the program faculty, the administration, and the program advisory committee.

The philosophy of the Respiratory Therapy Technology program is in accordance with the philosophy of the Georgia Board of Technical and Adult Education and reflects the beliefs, values, and attitudes of the institution, the instructional field, the community, and the employment market.

The written philosophy of the Respiratory Therapy Technology program is in accordance with generally accepted respiratory therapy technology principles and practices.

The philosophy of the Respiratory Therapy Technology program determines the unique role of the program in meeting the technical educational needs of the students, the community, and the employment market.

RESPIRATORY THERAPY TECHNOLOGY

The philosophy of the Respiratory Therapy Technology program reflects a desire to achieve educational excellence.

The philosophy of the Respiratory Therapy Technology program reflects a commitment to meet the needs of business and industry.

The philosophy of the Respiratory Therapy Technology program includes a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

The philosophy statement of the Respiratory Therapy Technology program is approved by the administration of the institution.

The Respiratory Therapy Technology program philosophy reflects the philosophy of the Joint Review Committee for Respiratory Therapy Education.

RESPIRATORY THERAPY TECHNOLOGY

PHILOSOPHY

The basic beliefs, attitudes, and concepts that are the foundation of the Respiratory Therapy Technology program are expressed in the following statements.

Respiratory Therapy Technology is a program of study which is compatible with the policies of the Georgia Board of Technical and Adult Education and encourages each Respiratory Therapy Technology program student to benefit and contribute as a partner in the economic development and stability of Georgia. The philosophy of the Respiratory Therapy Technology program is founded on the value attributed to individual students, the respiratory therapy technology profession, and technical education.

The Respiratory Therapy Technology program of study is consistent with the philosophy and purpose of the institution. The program provides academic foundations in communications, mathematics, and human relations, as well as technical fundamentals. Program graduates are well grounded in the fundamentals of respiratory therapy technology theory and application and are prepared for employment and subsequent upward mobility.

The Respiratory Therapy Technology program is a program that provides the student with necessary knowledge and skills to adapt to a variety of positions in the rapidly changing respiratory therapy technology field. Important attributes for success of program graduates are critical thinking, problem solving, human relations skills, and the ability to apply technology to work requirements.

The program structure acknowledges individual differences and provides opportunities for students to seek fulfillment of their educational goals. The program does not discriminate on the basis of race, color, national origin, religion, sex, handicapping condition, academic disadvantage, or economic disadvantage.

To assist each student to attain his or her respective potential within the program, both the instructor and the student incur an obligation in the learning process. The instructor is a manager of instructional resources and organizes instruction in a manner which promotes learning. The student assumes responsibility for learning by actively participating in the learning process.

RESPIRATORY THERAPY TECHNOLOGY

This is a dynamic field which requires attention to current curriculum and up-to-date instructional equipment. The Respiratory Therapy Technology program must promote the concept of change as the technology evolves. The need for nurturing the spirit of involvement and life-long learning is paramount in the respiratory therapy technology field.

RESPIRATORY THERAPY TECHNOLOGY

FOUNDATIONS
(Purpose)

Standard Statement

A purpose statement delineating the instructional services which the Respiratory Therapy Technology program provides is developed and implemented.

Explanatory Comment

A statewide purpose statement is developed and provided for the Respiratory Therapy Technology program. The statewide purpose statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

A major purpose of the Respiratory Therapy Technology program is to meet community and employment market needs for education in respiratory therapy technology.

Evaluative Criteria

The Respiratory Therapy Technology program has a clearly defined, written purpose statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Respiratory Therapy Technology program purpose statement is developed by the program faculty, the administration, and the program advisory committee.

The purpose of the Respiratory Therapy Technology program is in accordance with the purpose of the Georgia Board of Technical and Adult Education and the institution.

The purpose of the Respiratory Therapy Technology program reflects the values and beliefs expressed in the program philosophy.

The purpose of the Respiratory Therapy Technology program includes a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

The purpose statement of the Respiratory Therapy Technology program is approved by the administration of the institution.

The purpose statement of the Respiratory Therapy Technology program requires that the program be accredited by the Joint Review Committee for Respiratory Therapy Education.

RESPIRATORY THERAPY TECHNOLOGY

PURPOSE

The purpose of the Respiratory Therapy Technology program is to provide an educational program that assures opportunities to individuals that will enable them to obtain the knowledge, skills, and attitudes necessary to succeed in the field of respiratory therapy technology.

The Respiratory Therapy Technology program provides educational opportunities regardless of race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, or economic disadvantage.

The Respiratory Therapy Technology program is intended to produce graduates who are prepared for employment as respiratory therapy technicians. Program graduates are to be competent in the general areas of communications, math, and professional relations.

Graduates are to be competent in reviewing clinical data, history, and respiratory therapy orders; collecting clinical data by interview and examination of the patient; recommending and/or performing and reviewing additional bedside procedures and laboratory tests; evaluating data to determine the appropriateness of the prescribed respiratory care; assembling and maintaining equipment used in respiratory care; assuring cleanliness and sterility by the selection and/or performance of appropriate disinfecting techniques and monitoring their effectiveness; and initiating, conducting, and modifying prescribed therapeutic procedures.

RESPIRATORY THERAPY TECHNOLOGY

FOUNDATIONS
(Goals)

Standard Statement

A program goals statement focuses the efforts of the Respiratory Therapy Technology program.

Explanatory Comment

A statement of goals and standards provides the basis for program planning, implementation, and evaluation. They are rationally derived and compatible with both the mission of the institution and the expectations of the professional community of interest. Goals and standards are based upon the substantiated needs of the health care providers and employers, and upon the characteristics of the students and the community served.

A statewide goals statement is developed and provided for the Respiratory Therapy Technology program. The statewide program goals statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

Goals are broad statements of intent that delineate the achievements the Respiratory Therapy Technology program seeks to attain. Goals are stated in non-quantifiable terms.

Evaluative Criteria

The Respiratory Therapy Technology program has a clearly defined, written goals statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Respiratory Therapy Technology program goals statement is developed by the program faculty, the administration, and the program advisory committee.

The goals of the Respiratory Therapy Technology program are in accordance with the philosophy and purpose of the program.

The goals of the Respiratory Therapy Technology program reflect a desire to provide exemplary occupational/technical education.

RESPIRATORY THERAPY TECHNOLOGY

The goals of the Respiratory Therapy Technology program reflect a commitment to assisting students to achieve successful employment in the respiratory therapy technology field.

The goals of the Respiratory Therapy Technology program are the basis for the development of program objectives.

The goals of the Respiratory Therapy Technology program include a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

The goals statement of the Respiratory Therapy Technology program is approved by the administration of the institution.

The written statement of program goals and standards is consistent with and responsive to the demonstrated needs and expectations of the various communities the program serves.

The goals of the Respiratory Therapy Technology program are to assure that graduates demonstrate at least entry level competencies, as periodically defined by nationally accepted standards of practitioner roles and functions.

RESPIRATORY THERAPY TECHNOLOGY

GOALS
(Process)

The goals of the Respiratory Therapy Technology program are to:

1. Provide education which acknowledges individual differences and respects the right of individuals to seek fulfillment of educational needs.

2. Provide an environment which encourages the individual to benefit and contribute as a partner in the economic progress, development, and stability of Georgia.

3. Provide education which develops the potential of each student to become a productive, responsible, and upwardly mobile member of society.

4. Provide quality respiratory therapy technology education in an atmosphere that fosters interest in and enthusiasm for learning.

5. Prepare graduates to function as accountable and responsible members within their field of endeavor.

6. Prepare graduates to function as safe and competent practitioners in the respiratory therapy technology field.

7. Prepare program graduates with the highest level of competence possible given the constraints of the interests and ability levels of the individual.

8. Provide educational and related services without regard to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, or economic disadvantage.

9. Foster employer participation, understanding, and confidence in the instructional process and the competence of Respiratory Therapy Technology program graduates.

RESPIRATORY THERAPY TECHNOLOGY

FOUNDATIONS
(Program Objectives)

Standard Statement

An objectives statement based on established program goals is developed for the Respiratory Therapy Technology program.

Explanatory Comment

A statewide objectives statement is developed and provided for the Respiratory Therapy Technology program. The statewide program objectives statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

Program objectives are desired program outcomes stated in measurable, temporal, and operational terms.

Evaluative Criteria

The Respiratory Therapy Technology program has a clearly defined, written objectives statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Respiratory Therapy Technology program objectives statement is developed by the program faculty, administration, and the program advisory committee.

An essential objective of the Respiratory Therapy Technology program is to prepare students for successful employment in the respiratory therapy technology field.

The objectives of the Respiratory Therapy Technology program stress learning outcomes, efficiency, enrollment, public relations, and other outcomes that impact on program quality.

A major objective of the Respiratory Therapy Technology program is student achievement of identified exit point competencies.

The objectives of the Respiratory Therapy Technology program include a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

RESPIRATORY THERAPY TECHNOLOGY

The objectives statement of the Respiratory Therapy Technology program is approved by the administration of the institution.

RESPIRATORY THERAPY TECHNOLOGY

OBJECTIVES
(Process)

The objectives of the Respiratory Therapy Technology program are to:

1. Provide current curriculum, instructional materials, and equipment (in accordance with available funding) which teach knowledge, skills, and attitudes appropriate to industry needs.

2. Provide educational facilities which foster learning and provide safe, healthy environments available and accessible to all students who can benefit from the program.

3. Provide academic instruction which supports effective learning within the program and which enhances professional performance on the job.

4. Provide employability skills which foster work attitudes and work habits that will enable graduates of the program to perform as good employees.

5. Nurture the desire for learning so that graduates will pursue their own continuing education as a lifelong endeavor.

6. Provide an educational atmosphere which promotes a positive self-image and a sense of personal well-being.

7. Provide education that fosters development of good safety habits.

8. Provide admission, educational, and placement services without regard to race, color, national origin, religion, sex, age, or handicapping condition.

9. Provide information to the public regarding the program that will facilitate recruitment and enrollment of students.

10. Promote good public relations via contacts and regular communications with business, industry, and the public sector.

11. Promote faculty and student rapport and communications to enhance student success in the program.

Standard Number:
54-01-05

RESPIRATORY THERAPY TECHNOLOGY

FOUNDATIONS
(Availability)

Standard Statement

Written philosophy, purpose, goals, and objectives statements for the Respiratory Therapy Technology program are made available to the staff of the institution and the general public.

Explanatory Comment

Published Respiratory Therapy Technology program philosophy and purpose statements are important recruitment tools that help students to select programs that meet their needs.

Evaluative Criteria

The philosophy and purpose statements of the Respiratory Therapy Technology program are published and made available to the staff of the institution and the general public.

Written goals and objectives are available for the Respiratory Therapy Technology program.

Respiratory Therapy Technology program philosophy, purpose, goals, and objectives statements are used by student services personnel to aid in recruiting and placing students.

RESPIRATORY THERAPY TECHNOLOGY

FOUNDATIONS
(Evaluation)

Standard Statement

The philosophy, purpose, goals, and objectives of the Respiratory Therapy Technology program are evaluated.

Explanatory Comment

The evaluation of the Respiratory Therapy Technology program philosophy, purpose, goals, and objectives assists the program in meeting student, community, and employment market needs.

A program regularly assesses its goals and standards for appropriateness and demonstrates an ability to identify and respond to changes in the needs and/or expectations of its communities of interest. An advisory committee is designated and charged with assisting program and institutional personnel in formulating appropriate goals, monitoring needs and expectations, and ensuring program responsiveness to change.

Evaluative Criteria

Formal evaluation of the philosophy, purpose, goals, and objectives of the Respiratory Therapy Technology program is performed annually and documents input from the program faculty, the administration, and the program advisory committee.

Evaluation of the philosophy, purpose, goals, and objectives of the Respiratory Therapy Technology program is conducted to assure congruence with changing community and employment market needs and Georgia Board of Technical and Adult Education philosophy and purpose statements.

Evaluation of the philosophy, purpose, goals, and objectives of the Respiratory Therapy Technology program assesses congruence with the requirements of the designated accrediting agency(ies).

Evaluation processes are designed to consider state evaluation processes and requirements and to verify that the philosophy, purpose, goals, and objectives of the Respiratory Therapy Technology program are being fulfilled.

RESPIRATORY THERAPY TECHNOLOGY

Evaluation of the philosophy, purpose, goals, and objectives of the Respiratory Therapy Technology program results in revision, as needed.

Standard Number:
54-02-01

RESPIRATORY THERAPY TECHNOLOGY

ADMISSIONS
(Admission Requirements)

Standard Statement

Statewide admission requirements are implemented for the Respiratory Therapy Technology program.

Explanatory Comment

Admission refers to regular admission into a diploma granting program.

Students are counseled and provided written information concerning the screening processes and requirements of hospital affiliates. Requirements prior to clinical experiences include documentation of immunizations.

Students are counseled and provided written information concerning the certification requirements of the National Board of Respiratory Care and the Composite State Board of Medical Examiners of Georgia.

Statewide program admission requirements consider state and national occupational licensing and certifying requirements, where applicable.

The institution develops and implements clearly stated diploma program admissions policies and procedures.

Evaluative Criteria

The requirements for admission to the Respiratory Therapy Technology program are:

a) attainment of 17 or more years of age;
b) achievement of the 10th grade level in math, reading, and English as shown on a statistically validated test or minimum SAT scores of 400 verbal and 400 math;
c) documentation of high school graduation or satisfaction of GED requirements;
d) documentation of a physician's examination;
e) submission of an immunization record; and
f) completion of application and related procedures.

RESPIRATORY THERAPY TECHNOLOGY

Admission of transfer students to the Respiratory Therapy Technology program is contingent upon their meeting the following requirements:

a) regular admission and good standing at a regionally accredited diploma or degree granting institution; and
b) proper completion of application and related procedures.

RESPIRATORY THERAPY TECHNOLOGY

ADMISSIONS
(Provisional Admission Requirements)

Standard Statement

Statewide provisional admission requirements are implemented for the Respiratory Therapy Technology program.

Explanatory Comment

Provisional admission is granted to qualified students who do not meet the regular admission requirements of the program.

Provisionally admitted students are allowed to take developmental studies courses and/or certain occupational courses as designated in the course sequence standard.

The institution develops and implements clearly stated policies and procedures for entry into diploma programs on a provisional basis.

Students are counseled and provided written information concerning screening processes and requirements of the hospital affiliates. Requirements prior to clinical experiences often include documentation of immunizations.

Students are counseled and provided written information concerning the certification requirements of the National Board of Respiratory Care and the State Composite Board of Medical Examiners.

Evaluative Criteria

Provisional admission to the Respiratory Therapy Technology program is afforded those students who do not meet program admission requirements but who meet provisional admission requirements.

The requirements for provisional admission to the Respiratory Therapy Technology program are:

a) attainment of 17 or more years of age;
b) achievement of the 9th grade level in math, reading, and English as shown on a statistically validated test or recommendation by program faculty and designated admission personnel on the basis of interview and assessment of student potential; and
c) completion of application and related procedures.

RESPIRATORY THERAPY TECHNOLOGY

All Respiratory Therapy Technology program students initially admitted on a provisional basis meet regular admission requirements prior to graduation.

Provisionally admitted students whose English, math, and/or reading achievement levels do not meet regular program admission requirements are required to enroll in developmental studies courses approved by the Georgia Board of Technical and Adult Education.

RESPIRATORY THERAPY TECHNOLOGY

ADMISSIONS
(Recruitment)

Standard Statement

The Respiratory Therapy Technology program recruitment materials and practices are in the best interests of the students, institution, community, and employment market.

Explanatory Comment

The recruitment effort makes potential students aware of the services provided by the Respiratory Therapy Technology program and the institution.

The recruitment effort seeks to serve the economic development of the community by affording opportunities to prospective students.

The institution develops and implements a systematic, overall recruitment effort designed to assist students in meeting their occupational needs.

Evaluative Criteria

The recruitment effort assists in maintaining and/or increasing the Respiratory Therapy Technology program and institution enrollments.

The recruitment effort of the Respiratory Therapy Technology program includes participation in or assistance with:

a) development and dissemination of informational materials;
b) recruitment activities with other programs within the institution;
c) communication with potential students through contact with employers, secondary schools, organizations, the program advisory committee, and others;
d) promotion of Respiratory Therapy Technology program awareness among individuals and groups; and
e) consideration of the industrial and business needs of the community and employment market.

All recruitment materials and practices are ethical, equitable, and accurate in the depiction of the institution, the Respiratory Therapy Technology program, and the potential benefits of program completion.

RESPIRATORY THERAPY TECHNOLOGY

A written description of the admission requirements and procedures, tuition fees, and other costs of the Respiratory Therapy Technology program is made available to potential students.

Students are provided written hospital affiliate requirements and a copy of the questionnaire that must be completed for the Georgia Composite Board of Medical Examiners.

Accurate information regarding program requirements, institutional and programmatic policies and procedures, and support services are available to all prospective students and provided to all enrolled students.

The program makes available current documents which clearly describe the course of instruction and the requirements for graduation.

These materials also describe all costs to be borne by the student and all services to which these costs entitle them. Student travel and transportation requirements are clearly stated. Prospective class schedules and clinical rotations are described.

Standard Number:
54-02-04

RESPIRATORY THERAPY TECHNOLOGY

ADMISSIONS
(Evaluation and Planning)

Standard Statement

An evaluation of the admission requirements of the Respiratory Therapy Technology program is conducted.

Explanatory Comment

The admission requirements of the Respiratory Therapy Technology program are compatible with the admissions policies and procedures of the institution.

Evaluative Criteria

Respiratory Therapy Technology program admission requirements are evaluated annually to assure compliance with Georgia Board of Technical and Adult Education policies and standards and designated accrediting agency requirements.

The administration, with input from the program faculty and advisory committee, conducts an annual evaluation of Respiratory Therapy Technology program admission requirements to assess their adequacy in meeting the needs of the students, community, and employment market.

The evaluation results are used to modify the admissions procedures of the institution and to suggest Respiratory Therapy Technology program admission changes to the Georgia Board of Technical and Adult Education, as needed.

Standard Number:
54-03-01

RESPIRATORY THERAPY TECHNOLOGY

PROGRAM STRUCTURE
(Curriculum Design)

Standard Statement

The curriculum of the Respiratory Therapy Technology program includes four categories of instruction: general core courses, fundamental occupational/technical courses, specific occupational/technical courses, and elective courses.

Explanatory Comment

General core courses and fundamental occupational/technical courses provide the academic and occupational/technical background that supports the specific occupational/technical and elective courses.

Evaluative Criteria

The Respiratory Therapy Technology program requires student completion of general core courses such as math, language skills, and other courses required by the Georgia Board of Technical and Adult Education.

The Respiratory Therapy Technology program requires student completion of fundamental occupational/technical courses in introductory concepts, principles, and technologies that provide the foundations for the given occupation and related fields.

The Respiratory Therapy Technology program requires student completion of specific occupational/technical courses that build on the foundations provided in the fundamental occupational/technical courses.

Respiratory Therapy Technology program students are offered the opportunity to take state-approved elective courses in order to develop their individu ıl interests.

RESPIRATORY THERAPY TECHNOLOGY

PROGRAM STRUCTURE
(Program Numbering System)

Standard Statement

A Classification of Instructional Programs (CIP) code is applied to the Respiratory Therapy Technology program.

Explanatory Comment

Assignment of a statewide CIP code to every diploma program is the basis for consistent program identification.

Evaluative Criteria

The Respiratory Therapy Technology program is assigned a (PGM) CIP code of (PGM) 17.0210 and is consistent with all other programs throughout the state which have the same (PGM) CIP code.

RESPIRATORY THERAPY TECHNOLOGY

PROGRAM STRUCTURE
(Program Consistency)

Standard Statement

The Respiratory Therapy Technology program utilizes essential course components consistent with statewide program requirements.

Explanatory Comment

Programs assigned an identical (PGM) CIP code are consistent statewide.

Each Respiratory Therapy Technology program is required to offer one or more of the specializations depending upon regional needs.

Evaluative Criteria

The Respiratory Therapy Technology program is assigned a (PGM) CIP code of (PGM) 17.0210 and utilizes essential components designated for that program number statewide. Program components include but are not limited to:

a) Program Title

Respiratory Therapy Technology

b) Program Description

The Respiratory Therapy Technology program prepares students for employment in a variety of positions in today's respiratory therapy profession. The Respiratory Therapy Technology program provides learning opportunities which introduce, develop, and reinforce academic and occupational knowledge, skills, and attitudes required for job acquisition, retention, and advancement. Graduates of the program receive a Respiratory Therapy Technology diploma and are eligible to sit for a national, certified respiratory therapy technician examination.

RESPIRATORY THERAPY TECHNOLOGY

c) Essential Courses			Credits
1)	Essential General Core Courses		10
	ENG 101	English	5
	MAT 103	Algebraic Concepts	5
2)	Essential Fundamental Technical Courses		23
	AHS 101	Anatomy and Physiology	5
	AHS 109	Medical Terminology for Allied Health Science	3
	RES 101	Introduction to Respiratory Therapy	5
	RES 102	Foundations of Respiratory Therapy	5
	RES 103	Respiratory Therapy Equipment	5
3)	Essential Specific Technical Courses		63
	RES 104	Cardiopulmonary Anatomy and Physiology	5
	RES 106	Pharmacology	5
	RES 107	Patient Assessment	2
	RES 108	Patient Monitoring	2
	RES 109	Airway Management	2
	RES 110	Microbiology	3
	RES 111	Pathophysiology	6
	RES 113	Mechanical Ventilation	4
	RES 114	Mechanical Ventilators	3
	RES 115	Introduction to Pulmonary Function Testing	1
	RES 116	Neonatal/Pediatric Respiratory Care	4
	RES 117	Pulmonary Rehabilitation	1
	RES 120	Respiratory Therapy Seminar	1
	RES 121	Respiratory Clinical Orientation	2
	RES 122	Respiratory Care I	2
	RES 123	Respiratory Care II	2
	RES 124	Respiratory Critical Care I	5
	RES 125	Respiratory Critical Care II	10
	XXX XXX	Technical or Technically Related Electives	3

RESPIRATORY THERAPY TECHNOLOGY

d) Program Final Exit Point

Respiratory therapy technician, eligible to sit for a national certification examination

e) Credits Required for Graduation

96 minimum quarter hour credits required for graduation

Standard Number:
54-03-04

RESPIRATORY THERAPY TECHNOLOGY

PROGRAM STRUCTURE
(Exit Points)

Standard Statement

The Respiratory Therapy Technology program faculty documents student attainment of identified exit points.

Explanatory Comment

Exit points are the points within the program at which occupational competencies are achieved to qualify students for an entry level position in their field.

Evaluative Criteria

The faculty of the Respiratory Therapy Technology program monitors, evaluates, and records student progress towards achieving exit point competency levels.

The final Respiratory Therapy Technology program exit point, documented by a diploma, is a respiratory therapy technician eligible to sit for a national certification examination.

The institution documents completion of exit points with a transcript.

Graduation from the Respiratory Therapy Technology program is dependent upon meeting the requirements of the Georgia Board of Technical and Adult Education.

Standard Number:
54-03-05

RESPIRATORY THERAPY TECHNOLOGY

PROGRAM STRUCTURE
(Credentials)

Standard Statement

The achievement of Respiratory Therapy Technology program graduates and leavers is documented by the institution.

Explanatory Comment

A program graduate is a student who successfully fulfills all program requirements. A program leaver is a student who exits from the program prior to completion of all program requirements.

Course description documents are based on the course title, the essential course description, the essential competency areas taught, and the number of credits awarded as detailed in the program-specific standards and the listing of state-approved electives.

Evaluative Criteria

The institution grants each Respiratory Therapy Technology program graduate a diploma certifying satisfaction of program requirements.

Upon request, each Respiratory Therapy Technology program graduate is provided a transcript and course description document detailing courses taken, grades, credits earned, and credential awarded.

Upon request, each Respiratory Therapy Technology program leaver who has completed one or more courses is provided a transcript and course description document detailing courses taken, grades, and credits earned.

Upon request, each Respiratory Therapy Technology program leaver who has not completed an entire course is provided a transcript and course description document detailing the course entered and withdrawal.

Standard Number:
54-03-06

RESPIRATORY THERAPY TECHNOLOGY

PROGRAM STRUCTURE
(Course Code)

Standard Statement

A statewide course identification code is applied to each Respiratory Therapy Technology course.

Explanatory Comment

An alphanumeric identification code is assigned to each course.

All Georgia Board of Technical and Adult Education approved courses are included in the course identification coding system.

Evaluative Criteria

Each course is assigned an alphanumeric descriptor that serves as the statewide course identification code.

The following list contains the Georgia Board of Technical and Adult Education designated course titles and course identification codes of the Respiratory Therapy Technology program.

AHS	101	Anatomy and Physiology
AHS	109	Medical Terminology for Allied Health Science
ENG	101	English
MAT	103	Algebraic Concepts
RES	101	Introduction to Respiratory Therapy
RES	102	Foundations of Respiratory Therapy
RES	103	Respiratory Therapy Equipment
RES	104	Cardiopulmonary Anatomy and Physiology
RES	106	Pharmacology
RES	107	Patient Assessment
RES	108	Patient Monitoring
RES	109	Airway Management
RES	110	Microbiology
RES	111	Pathophysiology

RESPIRATORY THERAPY TECHNOLOGY

RES	113	Mechanical Ventilation
RES	114	Mechanical Ventilators
RES	115	Introduction to Pulmonary Function Testing
RES	116	Neonatal/Pediatric Respiratory Care
RES	117	Pulmonary Rehabilitation
RES	120	Respiratory Therapy Seminar
RES	121	Respiratory Clinical Orientation
RES	122	Respiratory Care I
RES	123	Respiratory Care II
RES	124	Respiratory Critical Care I
RES	125	Respiratory Critical Care II

RESPIRATORY THERAPY TECHNOLOGY

PROGRAM STRUCTURE
(Course Consistency)

Standard Statement

Courses assigned a given course identification code are consistent.

Explanatory Comment

Courses assigned the same course identification code are consistent throughout the state.

One quarter equals a minimum of 50 instructional days. One contact hour equals a minimum of 50 minutes of instruction.

One (l) quarter hour credit is defined as follows:

a) class - One contact hour of class per week for the duration of a quarter equals one quarter hour credit; class is defined as instruction which emphasizes group or individualized classroom learning.

b) demonstration laboratory (D.Lab) - Two contact hours of demonstration laboratory per week for the duration of a quarter equals one quarter hour credit; demonstration laboratory is defined as instruction which emphasizes teacher assisted learning activities.

c) practical performance laboratory (P.Lab) - Three contact hours of practical performance laboratory per week for the duration of a quarter equals one quarter hour credit; practical performance laboratory is defined as instruction which emphasizes structured activities requiring the application and practice of occupational competencies.

d) occupation-based instruction (O.B.I.) - Three contact hours of occupation-based instruction per week for the duration of a quarter equals one quarter hour credit; occupation-based instruction is defined as instruction which emphasizes supervised work-experience activities requiring the application of occupational competencies.

Clinical experiences are considered to be a form of occupation-based instruction.

RESPIRATORY THERAPY TECHNOLOGY

Evaluative Criteria

Each course assigned a given course identification code utilizes certain components identical to those designated for that course identification code statewide.

Components designated for each course identification code include:

a) course title;
b) essential course description;
c) essential competency areas taught; and
d) number of quarter hour credits awarded for course completion.

RESPIRATORY THERAPY TECHNOLOGY

Courses in the Respiratory Therapy Technology program include:

AHS 101 - ANATOMY AND PHYSIOLOGY

Focuses on basic normal structure and function of the human body. Topics include: an overview of each body system, how systems coordinate activities to maintain a balanced state, recognizing deviations from the normal, and medical terminology including basic word structure and terms related to body structure and function are taught as an integral part of the course.

Competency Areas	Hours
- Structure and Function of Human Body - Medical Terms Describing the Human Body	Class/Week -5 Lab/Week - 0 Credit - 5

Prerequisite: Provisional admission

AHS 109 - MEDICAL TERMINOLOGY FOR ALLIED HEALTH SCIENCE

Introduces the elements of medical terminology. Emphasis is placed on building familiarity with medical words through knowledge of roots, prefixes, and suffixes. Topics include: origins, word building, abbreviations and symbols, terminology related to the human anatomy, reading medical orders and reports, and terminology specific to the student's field of study.

Competency Areas	Hours
- Word Origins (Roots, Prefixes, and Suffixes) - Word Building - Abbreviations and Symbols - Terminology Related to the Human Anatomy - Reading Medical Orders and Reports - Terminology Specific to the Student's Field of Study.	Class/Week - 3 Lab/Week - 0 Credit - 3

Prerequisite: Provisional admission

RESPIRATORY THERAPY TECHNOLOGY

ENG 101 - ENGLISH

Emphasizes the development and improvement of written and oral communication abilities. Topics include: analysis of writing techniques used in selected readings, writing practice, editing and proofreading, research skills, and oral presentation skills. Homework assignments reinforce classroom learning.

Competency Areas	Hours
- Analysis of Writing Techniques Used in Selected Readings - Writing Practice - Editing and Proofreading - Research Skills - Oral Presentation Skills	Class/Week - 5 Lab/Week - 0 Credit - 5

Prerequisite: Program admission level English and reading competency

MAT 103 - ALGEBRAIC CONCEPTS

Introduces concepts and operations which can be applied to the study of algebra. Topics include: a review of arithmetic, signed numbers, order of operations, unknowns and variables, algebraic expressions, equations and formulas, and graphs. Class includes lecture, applications, and homework to reinforce learning.

Competency Areas	Hours
- Basic Mathematical Concepts - Basic Algebraic Concepts	Class/Week - 5 Lab/Week - 0 Credit - 5

Prerequisite: Program admission level math competency

RESPIRATORY THERAPY TECHNOLOGY

RES 101 - INTRODUCTION TO RESPIRATORY THERAPY

Provides a study of the relations in the contemporary medical field that prepares students for working in hospitals or home care settings. Topics include: overview of respiratory therapy; job acquisition, retention, and advancement; legal and ethical considerations; hospital and departmental organization; death and dying; professionalism; and safety.

Competency Areas	Hours
- Overview of Respiratory Therapy	Class/Week - 5
- Job Acquisition, Retention, and Advancement	Lab/Week - 0
- Legal and Ethical Considerations	Credit - 5
- Hospital and Departmental Organization	
- Death and Dying	
- Professionalism	
- Safety	

Prerequisite: Provisional admission

RES 102 - FOUNDATIONS OF RESPIRATORY THERAPY

Discusses the basic respiratory therapy modalities and their relationship to medical application, indications, contraindications, hazards, and evaluation of these modalities. Topics include: chemistry; physics; process, storage, and regulation of medical gases; and indications, hazards, and contraindications of oxygen therapy, aerosol and humidity therapy, chest physiotherapy, and hyperinflation therapy.

Competency Areas	Hours
- Chemistry	Class/Week - 5
- Physics	Lab/Week - 0
- Process, Storage, and Regulation of Medical Gases	Credit - 5
- Indications, Hazards, and Contraindications of Oxygen Therapy, Aerosol and Humidity Therapy, Chest Physiotherapy, and Hyperinflation Therapy	

Prerequisite: Program admission

RESPIRATORY THERAPY TECHNOLOGY

RES 103 - RESPIRATORY THERAPY EQUIPMENT

Examines the basic equipment used in therapeutic modalities with emphasis on equipment characteristics, assembly, disassembly, repair, and application to the patient. Topics include: oxygen therapy, aerosol and humidity therapy, chest physiotherapy, hyperinflation, oximetry, and concentrators and compressors.

Competency Areas	Hours
- Oxygen Therapy	Class/Week - 3
- Aerosol and Humidity Therapy	D.Lab/Week - 5
- Chest Physiotherapy	Credit - 5
- Hyperinflation	
- Oximetry	
- Concentrators and Compressors	

Prerequisites/Corequisites: RES 101, RES 102

RES 104 - CARDIOPULMONARY ANATOMY AND PHYSIOLOGY

Provides in-depth knowledge of the gross and histologic structure of the heart, lungs, and kidney. The physiology will emphasize function of the cardiopulmonary and renal systems at the cellular and molecular level. Topics include: embryological cardiopulmonary development, pulmonary anatomy, cardiac anatomy and hemodynamics, renal anatomy, ventilation, control of ventilation, respiration and carbon dioxide transport, and arterial blood gases.

Competency Areas	Hours
- Embryological Cardiopulmonary Development	Class/Week - 5
- Pulmonary Anatomy	Lab/Week - 0
- Cardiac Anatomy and Hemodynamics	Credit - 5
- Renal Anatomy	
- Ventilation	
- Control of Ventilation	
- Respiration/Carbon Dioxide Transport	
- Arterial Blood Gases	

Prerequisites: AHS 101, RES 101

RESPIRATORY THERAPY TECHNOLOGY

RES 106 - PHARMACOLOGY

Introduces the basic concepts, measurements, and practices required for use of drugs in respiratory and related therapies. Topics include: guidelines of pharmacology, central and peripheral nervous system, respiratory drugs, and non-respiratory drugs.

Competency Areas	Hours
- Guidelines of Pharmacology	Class/Week - 5
- Central and Peripheral Nervous System	Lab/Week - 0
- Respiratory Drugs	Credit - 5
- Non-Respiratory Drugs	

Prerequisites/Corequisites: MAT 103, RES 104

RES 107 - PATIENT ASSESSMENT

Introduces the fundamental concepts, knowledge, and data interpretation required to accurately determine the condition of the patient. Topics include: physical exam of chest, arterial blood gases, lab data, and radiology.

Competency Areas	Hours
- Physical Exam of Chest	Class/Week - 2
- Arterial Blood Gases	D.Lab/Week - 1
- Lab Data (Values)	Credit - 2
- Radiology	

Prerequisite/Corequisite: RES 104

RESPIRATORY THERAPY TECHNOLOGY

RES 108 - PATIENT MONITORING

Utilizes the information derived from patient assessment and introduces methods of monitoring the condition of the patient. This course provides instruction appropriate to the needs of respiratory therapy technicians. Topics include: electrocardiographs (EKG), an introduction to basic hemodynamic monitoring, and respiratory monitoring.

Competency Areas	Hours
- Electrocardiographs (EKGs)	Class/Week - 2
- Basic Hemodynamic Monitoring	D.Lab/Week - 1
- Respiratory Monitoring	Credit - 2

Prerequisite/Corequisite: RES 107

RES 109 - AIRWAY MANAGEMENT

Introduces techniques for emergency and long term airway management. Proper placement and care of artificial airways will be emphasized. Topics include: artificial airways, principles of airway suctioning, and manual resuscitators.

Competency Areas	Hours
- Artificial Airways	Class/Week - 2
- Principles of Airway Suctioning	D.Lab/Week - 1
- Manual Resuscitators	Credit - 2

Prerequisite/Corequisite: RES 104

RESPIRATORY THERAPY TECHNOLOGY

RES 110 - MICROBIOLOGY

Applies the basic principles of microbiology to the field of respiratory therapy. Emphasis will be placed on the role of the respiratory care practitioner in various hospital functions. Topics include: microbial identification, microbial growth and transmission, host defense mechanisms, hospital infection control, aseptic techniques, and disinfection and sterilization.

Competency Areas	Hours
- Microbial Identification	Class/Week - 3
- Microbial Growth and Transmission	Lab/Week - 0
- Host Defense Mechanisms	Credit - 3
- Hospital Infection Control	

Prerequisites: AHS 109, RES 103
Prerequisite/Corequisite: RES 109

RES 111 - PATHOPHYSIOLOGY

Investigates the causes and effects of respiratory disease, failure, and trauma. This course provides an essential theoretical basis for understanding respiratory therapy methodologies. Topics include: obstructive pulmonary disease, restrictive lung disease, neuromuscular disease, infections, and respiratory failure/trauma.

Competency Areas	Hours
- Obstructive Pulmonary Disease	Class/Week - 6
- Restrictive Lung Disease	Lab/Week - 0
- Neuromuscular Disease	Credit - 6
- Infections	
- Respiratory Failure/Trauma	

Prerequisites/Corequisites: RES 106, RES 108, RES 110

RESPIRATORY THERAPY TECHNOLOGY

RES 113 - MECHANICAL VENTILATION

Develops an understanding of the concepts of positive pressure breathing and the principles of mechanical ventilator design and operation. Topics include: concepts of mechanical ventilation; classification of ventilators; indications, effects, and hazards of mechanical ventilation; and monitoring/weaning.

Competency Areas	Hours
- Concepts of Mechanical Ventilation - Classification of Ventilators - Indications, Effects, and Hazards of Mechanical Ventilation - Monitoring/Weaning	Class/Week - 4 Lab/Week - 0 Credit - 4

Prerequisite: RES 103
Prerequisites/Corequisites: RES 108, RES 109

RES 114 - MECHANICAL VENTILATORS

Applies the concepts from Mechanical Ventilation. Emphasis during this course will be placed on the monitoring and management of the patient/ventilator system. Additionally, there will be instruction in ventilation I. Topics include: operation of adult ventilators, operation of neonatal/pediatric ventilators, and maintenance and troubleshooting.

Competency Areas	Hours
- Operation of Adult Ventilators - Operation of Neonatal/Pediatric Ventilators - Maintenance and Troubleshooting	Class/Week - 0 D.Lab/Week - 6 Credit - 3

Prerequisite/Corequisite: RES 113

RESPIRATORY THERAPY TECHNOLOGY

RES 115 - INTRODUCTION TO PULMONARY FUNCTION TESTING

Provides students with the basic concepts and technology involved in pulmonary function testing. This course provides instruction appropriate to the needs of respiratory therapy technicians. Topics include: value of pulmonary function testing, measurements, equipment, and interpretation.

Competency Areas	Hours
- Value of Pulmonary Function Testing	Class/Week - 1
- Measurements	D.Lab/Week - 1
- Equipment	Credit - 1
- Interpretation	

Prerequisites: RES 102, RES 111

RES 116 - NEONATAL/PEDIATRIC RESPIRATORY CARE

Introduces the basic modes of respiratory care for neonatal and pediatric patients. Such areas as normal growth and development, normal anatomy and physiology, pathophysiology, therapy, and equipment will be covered. Topics include: normal growth and development, transition to extrauterine life, assessment of the newborn, normal neonatal anatomy and physiology, common neonatal and pediatric pathophysiology, and treatment methods.

Competency Areas	Hours
- Normal Growth and Development	Class/Week - 4
- Transition to Extrauterine Life	Lab/Week - 0
- Assessment of the Newborn	Credit - 4
- Normal Neonatal Anatomy and Physiology	
- Common Neonatal and Pediatric Pathophysiology	
- Treatment Methods	

Prerequisite/Corequisite: RES 113

RESPIRATORY THERAPY TECHNOLOGY

RES 117 - PULMONARY REHABILITATION

Presents the techniques involved in caring for chronically ill patients and teaches the skills needed for direct patient care in the home or rehabilitation setting. Topics include: concepts of pulmonary rehabilitation, pulmonary rehabilitation education, and therapeutic modalities.

Competency Areas	Hours
- Concepts of Pulmonary Rehabilitation	Class/Week - 1
- Pulmonary Rehabilitation Education	Lab/Week - 0
- Therapeutic Modalities	Credit - 1

Prerequisites: RES 114, RES 115

RES 120 - RESPIRATORY THERAPY SEMINAR

Provides students with an opportunity to prepare for the respiratory therapy technician certification examination. This course is a culminating review that helps students to gain professional credentials. Topics include: test-taking skills and test content preparation.

Competency Areas	Hours
- Test-Taking Skills	Class/Week - 1
- Test Content Preparation	Lab/Week - 0
	Credit - 1

Prerequisite/Corequisite: All didactic and clinical courses required for graduation

RESPIRATORY THERAPY TECHNOLOGY

RES 121 - RESPIRATORY CLINICAL ORIENTATION

Prepares respiratory students for intense active participation during future clinical application courses. Emphasis is placed on orientation to hospital facilities, policies, and procedures. Topics include: cardiopulmonary resuscitation (CPR) certification, orientation to the hospital, and observation.

Competency Areas	Hours
- Cardiopulmonary Resuscitation (CPR) Certification	Class/Week - 0
- Orientation to the Hospital	OBI/Week - 8
- Observation	Credit - 2

Prerequisites: Program admission, RES 101

RES 122 - RESPIRATORY CARE I

Provides the student with hands-on clinical experience in the basics of respiratory therapy. Topics include: clinical patient assessment, humidity/aerosol therapy, oxygen therapy, hyperinflation therapy, and bronchial hygiene.

Competency Areas	Hours
- Clinical Patient Assessment	Class/Week - 0
- Humidity/Aerosol Therapy	OBI/Week - 8
- Oxygen Therapy	Credit - 2
- Hyperinflation Therapy	
- Bronchial Hygiene	

Prerequisites/Corequisites: RES 103, RES 107, RES 121

RESPIRATORY THERAPY TECHNOLOGY

RES 123 - RESPIRATORY CARE II

Provides in-depth clinical exposure to diagnostic and therapeutic modalities. Topics include: humidity/aerosol therapy, oxygen therapy, hyperinflation therapy, bronchial hygiene, patient assessment and monitoring, and pulmonary diagnostics.

Competency Areas	Hours
- Humidity/Aerosol Therapy	Class/Week - 0
- Oxygen Therapy	OBI/Week - 8
- Hyperinflation Therapy	Credit - 2
- Bronchial Hygiene	
- Patient Assessment and Monitoring	
- Pulmonary Diagnostics	

Prerequisites/Corequisites: RES 106, RES 108, RES 122

RES 124 - RESPIRATORY CRITICAL CARE I

Utilizes clinical opportunities to allow students to apply mechanical ventilation to patient care. This clinical experience emphasizes student initiation, maintenance, monitoring, and weaning of the patient requiring mechanical ventilation. Topics include: ventilatory management and basic hemodynamics.

Competency Areas	Hours
- Ventilatory Management	Class/Week - 0
- Basic Hemodynamics	OBI/Week - 16
	Credit - 5

Prerequisites/Corequisites: RES 109, RES 111, RES 114, RES 123

RESPIRATORY THERAPY TECHNOLOGY

RES 125 - RESPIRATORY CRITICAL CARE II

Allows the student to continue working in the hospital and homecare setting. Emphasis is placed on specialty rotations and ventilator management. Time will be set aside to ensure completion of all required clinical competencies. Topics include: ventilator management, specialty rotations, and completion of all required clinical competencies.

Competency Areas	Hours
- Ventilator Management	Class/Week - 0
- Specialty Rotations	OBI/Week - 32
- Completion of all Required Clinical Competencies	Credit - 10

Prerequisite/Corequisite: All courses required for graduation except RES 120

RESPIRATORY THERAPY TECHNOLOGY

PROGRAM STRUCTURE
(Course Sequence)

Standard Statement

The Respiratory Therapy Technology program requires students to progress through the four instructional course categories in a developmentally valid sequence.

Explanatory Comment

The four instructional course categories are: general core courses, fundamental occupational/technical courses, specific occupational/technical courses, and elective courses.

A developmentally valid instructional sequence is one in which the student acquires prerequisite knowledge and skills before progressing to more advanced studies.

Evaluative Criteria

The Respiratory Therapy Technology program requires students to complete prerequisite courses prior to enrolling in subsequent courses.

Provisions are made for Respiratory Therapy Technology program students to exempt courses in which they are competent.

The Respiratory Therapy Technology program complies with the required provisional admission, program admission, and/or program admission level competency prerequisites listed below.

The Respiratory Therapy Technology program reflects the suggested course prerequisites and/or corequisites listed below.

(In the list below prerequisites are indicated by [P] and prerequisites/corequisites are indicated by [P/C].)

Courses			Sequence
AHS	101	Anatomy and Physiology	[P] Provisional admission
AHS	109	Medical Terminology for Allied Health Science	[P] Provisional admission

RESPIRATORY THERAPY TECHNOLOGY

ENG	101	English	[P] Program admission level English and reading competency
MAT	103	Algebraic Concepts	[P] Program admission level math competency
RES	101	Introduction to Respiratory Therapy	[P] Provisional admission
RES	102	Foundations of Respiratory Therapy	[P] Program admission
RES	103	Respiratory Therapy Equipment	[P/C] RES 101, RES 102
RES	104	Cardiopulmonary Anatomy and Physiology	[P] AHS 101, RES 101
RES	106	Pharmacology	[P/C] MAT 103, RES 104
RES	107	Patient Assessment	[P/C] RES 104
RES	108	Patient Monitoring	[P/C] RES 107
RES	109	Airway Management	[P/C] RES 104
RES	110	Microbiology	[P] AHS 109, RES 103 [P/C] RES 109
RES	111	Pathophysiology	[P/C] RES 106, RES 108, RES 110
RES	113	Mechanical Ventilation	[P] RES 103 [P/C] RES 108, RES 109
RES	114	Mechanical Ventilators	[P/C] RES 113
RES	115	Introduction to Pulmonary Function Testing	[P] RES 102, RES 111
RES	116	Neonatal/Pediatric Respiratory Care	[P/C] RES 113

RESPIRATORY THERAPY TECHNOLOGY

RES	117	Pulmonary Rehabilitation	[P] RES 114, RES 115
RES	120	Respiratory Therapy Seminar	[P/C] All didactic and clinical courses required for graduation
RES	121	Respiratory Clinical Orientation	[P] Program admission, RES 101
RES	122	Respiratory Care I	[P/C] RES 103, RES 107, RES 121
RES	123	Respiratory Care II	[P/C] RES 106, RES 108, RES 122
RES	124	Respiratory Critical Care I	[P/C] RES 109, RES 111, RES 114, RES 123
RES	125	Respiratory Critical Care II	[P/C] All courses required for graduation except RES 120

RESPIRATORY THERAPY TECHNOLOGY

PROGRAM STRUCTURE
(Electives)

Standard Statement

Electives are made available for the Respiratory Therapy Technology program.

Explanatory Comment

Respiratory Therapy Technology program students are provided opportunities to enroll in state-approved elective courses. Elective courses utilize the following components: course title, essential course description, essential competency areas, and number of credits awarded for course completion.

Required courses for a diploma program are available to other diploma programs as elective courses.

Evaluative Criteria

Electives are established utilizing the following process:

a) The administration of the institution, the program faculty, and the program advisory committee cooperate in establishing and utilizing a system to recommend needed and feasible elective courses;
b) The administration of the institution, the program faculty, and the program advisory committee communicate with the statewide program technical committee and appropriate staff of the Georgia Department of Technical and Adult Education concerning the proposed elective(s);
c) The administration of the institution, the program faculty, and the program advisory committee consider revisions and prepare a final elective course proposal;
d) The administration of the institution presents the elective course proposal to the appropriate staff of the Georgia Department of Technical and Adult Education;
e) The staff of the Georgia Department of Technical and Adult Education reviews the proposal using its established criteria for evaluating elective courses.

Electives are made available for the Respiratory Therapy Technology program and elective course work is included in the requirements for program graduation.

Standard Number:
54-03-10

RESPIRATORY THERAPY TECHNOLOGY

PROGRAM STRUCTURE
(Course Transferability)

Standard Statement

Respiratory Therapy Technology program courses are transferable on the basis of their course identification code.

Explanatory Comment

Courses assigned identical course identification codes include consistent essential competency areas; therefore, resultant credits are guaranteed transferability between programs and institutions under the jurisdiction of the Georgia Board of Technical and Adult Education.

Courses that do not have an assigned course identification code but include similar essential competency areas are selectively transferable.

Evaluative Criteria

Respiratory Therapy Technology program courses assigned designated course identification codes are transferable between programs and institutions under the jurisdiction of the Georgia Board of Technical and Adult Education.

Courses taken outside the Georgia Technical and Adult Education system are selectively accepted for transfer on the basis of similarity in competency areas as determined by the Respiratory Therapy Technology program faculty and admissions officers.

Only those courses in which a grade of C or better was awarded are transferable.

Standard Number:
54-04-01

RESPIRATORY THERAPY TECHNOLOGY

PROGRAM EVALUATION AND PLANNING
(Program Evaluation)

Standard Statement

A written evaluation procedure is developed and implemented for the Respiratory Therapy Technology program.

Explanatory Comment

Program evaluation procedures vary depending upon the nature of the institution and the program. The administration and program faculty, in association with the program advisory committee, develop and implement program evaluation procedures and data collection techniques that are reasonable and realistic for yearly evaluation purposes.

Respiratory Therapy Technology program faculty and administrative personnel work together to determine student enrollment, attrition, graduation, placement, and performance levels.

Evaluative Criteria

A procedure for continuous Respiratory Therapy Technology program evaluation is developed and implemented by the administration of the institution, program faculty, and program advisory committee. Formal evaluation of the Respiratory Therapy Technology program is conducted and documented annually.

The Respiratory Therapy Technology program evaluation procedure is used to determine the extent to which program goals and objectives are achieved.

The Respiratory Therapy Technology program evaluation results are used to determine the adequacy of the existing program to meet current occupational needs.

The Respiratory Therapy Technology program evaluation procedure is used to ascertain the consistency of the philosophy, purpose, goals, and objectives of the program with those of the institution, the Georgia Board of Technical and Adult Education, and the designated accrediting agency(ies).

The Respiratory Therapy Technology program evaluation procedure includes review of student program evaluations, enrollment, attrition, graduation, placement, and student performance levels.

RESPIRATORY THERAPY TECHNOLOGY

The Respiratory Therapy Technology program evaluation procedure includes consultation with the program advisory committee, frequent communication with employers, analysis of placement and follow-up data, and collection of other information to evaluate and document program relevance.

Respiratory Therapy Technology program evaluation results are used to plan program improvements.

Standard Number:
54-04-02

RESPIRATORY THERAPY TECHNOLOGY

PROGRAM EVALUATION AND PLANNING
(Program Planning)

Standard Statement

A written planning procedure is developed and implemented for the Respiratory Therapy Technology program.

Explanatory Comment

The Respiratory Therapy Technology program planning procedure allows responsiveness to the changing needs of the community and employment market.

The Respiratory Therapy Technology program is evaluated at the institutional level by the students, instructors, program advisory committee, and administration; from this documented data, short-range and long-range program planning is developed.

Evaluative Criteria

A Respiratory Therapy Technology program planning procedure is developed and implemented by the administration of the institution and program faculty. Formal planning for the Respiratory Therapy Technology program is conducted and documented annually.

The Respiratory Therapy Technology program planning procedure utilizes program evaluation results to facilitate provision of program offerings of sufficient quality and scope to meet community and employment market needs.

The Respiratory Therapy Technology program planning procedure considers recommendations for program and course continuation, addition, deletion, and/or modification based on needs assessment information and input from the administration of the institution, the program faculty, and the advisory committee.

The Respiratory Therapy Technology program planning procedure considers information from appropriate national, state, and local governmental and non-governmental agencies.

The Respiratory Therapy Technology program planning procedure considers information such as demographic studies, occupational surveys, current curricula, cost estimates, instructor availability, equipment needs, and projected enrollment figures that include special populations.

Standard Number:
54-04-02

RESPIRATORY THERAPY TECHNOLOGY

The Respiratory Therapy Technology program planning procedure satisfies the program planning requirements of the designated accrediting agency(ies).

Standard Number:
54-04-03

RESPIRATORY THERAPY TECHNOLOGY

PROGRAM EVALUATION AND PLANNING
(Enrollment, Graduation, and Placement Levels)

Standard Statement

An evaluation of the enrollment, graduation, and placement levels of the Respiratory Therapy Technology program is conducted.

Explanatory Comment

Acceptable Respiratory Therapy Technology program outcomes (enrollment, graduation, and placement levels) are identified in the Evaluation, Planning, and Budgeting (EPB) model.

Evaluative Criteria

Annual evaluation of Respiratory Therapy Technology program enrollment, graduation, and placement statistics is conducted and documented by the administration and program faculty.

Respiratory Therapy Technology program evaluation findings are compared with acceptable outcome levels designated for state evaluation requirements.

Factors contributing to the outcomes of the Respiratory Therapy Technology program are identified and analyzed. Where enrollment, graduation, and/or placement levels are unacceptable, appropriate corrective action is taken.

Standard Number:
54-04-04

RESPIRATORY THERAPY TECHNOLOGY

PROGRAM EVALUATION AND PLANNING
(Attrition Levels)

Standard Statement

An analysis of the attrition level of the Respiratory Therapy Technology program is conducted and used in evaluating and improving the program.

Explanatory Comment

Attrition level is a measure of the number of students who withdraw from a program prior to completion of graduation requirements.

Attrition levels vary from one type of program to another depending on the nature of the program and the student population. The attrition level of the Respiratory Therapy Technology program is compared with relevant, available national norms and other data.

Evaluative Criteria

Annual evaluation of the attrition level of the Respiratory Therapy Technology program is conducted and documented by the program faculty.

Factors contributing to the attrition level are identified and analyzed, and appropriate corrective action is taken.

Standard Number:
54-04-05

RESPIRATORY THERAPY TECHNOLOGY

PROGRAM EVALUATION AND PLANNING
(Student Performance)

Standard Statement

An evaluation of the Respiratory Therapy Technology program is conducted based on student achievement levels.

Explanatory Comment

Achievement levels are evaluated on the basis of verified student performance related to academic knowledge, occupational/technical knowledge, and performance skills.

Student achievement levels for the Respiratory Therapy Technology program are determined on the basis of student performance data gathered from tests which are locally developed and conducted during each program of study.

Evaluative Criteria

Annual evaluation of Respiratory Therapy Technology program student achievement levels is conducted and documented by the administration and program faculty.

Factors contributing to student achievement levels are identified and analyzed. Where achievement is low, corrective action is taken to improve the program.

Standard Number:
54-05-01

RESPIRATORY THERAPY TECHNOLOGY

INSTRUCTIONAL PROGRAM
(Course Content)

Standard Statement

The essential content of each Respiratory Therapy Technology course is consistent statewide for courses having the same course identification code.

Explanatory Comment

Course content is defined in terms of competency areas taught. The program-specific standards of the Georgia Board of Technical and Adult Education detail the essential competency areas for each course identification code.

Competencies are derived from and encompass nationally accepted standards of practitioner roles and functions, as periodically developed by the appropriate professional organizations. Program personnel are responsible for continually monitoring such standards and ensuring that knowledge, skill, and behavior expected of the graduates are consistent with them.

Evaluative Criteria

The content of each Respiratory Therapy Technology course having a given course identification code includes, but is not limited to, essential competency areas identified for that course identification code.

Competency areas included in the Respiratory Therapy Technology course content reflect advances in the subject area and occupational field and respond to student, community, and employment market needs.

The overall content of each Respiratory Therapy Technology course is consistent with established program goals and objectives.

The content of each Respiratory Therapy Technology course is reflective of the curriculum essentials required for program certification by the Joint Review Committee for Respiratory Therapy Education.

RESPIRATORY THERAPY TECHNOLOGY

INSTRUCTIONAL PROGRAM
(Course Objectives)

Standard Statement

Each Respiratory Therapy Technology program course is constructed on the basis of course objectives.

Explanatory Comment

Course objectives are desired student performance outcomes stated in measurable performance terms.

The Respiratory Therapy Technology program faculty coordinates the planning of course objectives, outlines, and syllabi in an effort to facilitate program efficiency and consistency.

Practitioner competencies provide the basis for deriving the objectives and activities constituting the curriculum of the program.

Evaluative Criteria

The objectives of each Respiratory Therapy Technology course are derived from established program objectives.

Respiratory Therapy Technology course outlines and lesson plans are based on course objectives.

RESPIRATORY THERAPY TECHNOLOGY

INSTRUCTIONAL PROGRAM
(Course Instruction)

Standard Statement

Suitable instructional techniques and resources facilitate the fulfillment of Respiratory Therapy Technology course objectives.

Explanatory Comment

A wide variety of instructional techniques and resources are used to direct student learning experiences.

Evaluative Criteria

Course outlines, syllabi, and group or individual lesson preparations serve to organize instruction in each Respiratory Therapy Technology classroom and laboratory.

Instructional materials such as competency tests, text books, instruction sheets, audiovisuals, and computer programs are utilized to meet Respiratory Therapy Technology program goals and objectives and enhance instructional effectiveness.

Teaching methods, materials, and procedures make provisions for individual differences, needs, and capabilities. Opportunities for remediation are provided to students as needed.

Student learning experiences include theoretical instruction and practical application of knowledge. The ratio of theoretical to practical instruction depends on the nature of program competencies.

Student progress is systematically monitored, evaluated, and recorded by the Respiratory Therapy Technology program faculty as part of the instructional process.

Desirable employability skills are integrated into Respiratory Therapy Technology course instruction and are modeled by the instructor.

Academic skills are integrated into Respiratory Therapy Technology course instruction and are modeled by the instructor.

RESPIRATORY THERAPY TECHNOLOGY

A syllabus which outlines course objectives, requirements, content, and evaluation techniques is made available to students enrolled in each Respiratory Therapy Technology course.

Instructional methods are evaluated routinely, and evidence of improvement is collected and documented by the Respiratory Therapy Technology program faculty.

The number of students enrolled in a course is commensurate with both the goals and standards of the program and the methods and requirements of its instructional plan. The number of students enrolled in each didactic and clinical course does not exceed the resources of the program.

The number of students enrolled in each class is commensurate with effective learning and practices, and is consistent with an appropriate student/instructor ratio for respiratory care education.

RESPIRATORY THERAPY TECHNOLOGY

INSTRUCTIONAL PROGRAM
(Occupation-Based Instruction)

Standard Statement

The Respiratory Therapy Technology program offers effective occupation-based instructional delivery where appropriate.

Explanatory Comment

Occupation-based instructional delivery systems include educational work experiences, internships, practicums, and other specialized and/or innovative learning arrangements.

Diploma programs that require internships, work experience arrangements, and/or other occupation-based instructional experiences do so on the basis of designated essential competency areas and courses for the given program.

Evaluative Criteria

Any internship, on-the-job training arrangement, or other educational work experience that is a Respiratory Therapy Technology program requirement or elective is:

a) listed as a course having a course identification code;
b) assigned course credit and required tuition;
c) defined by the same requirements for statewide course title, essential course description, and essential competency areas as any other diploma/degree program course;
d) controlled and supervised by the institution, Respiratory Therapy Technology program faculty, and/or the person designated to coordinate work experience courses; and
e) managed through the use of prescribed individual training plans that detail required student learning and performance objectives and appropriate agreements between institutions and work experience supervisors.

All Respiratory Therapy Technology program clinical experiences are educational in nature. Clinical activity assigned to students is sequential, integrated with didactic and laboratory instruction, and consistent with the overall instructional plan of the program.

Each Respiratory Therapy Technology program clinical assignment of students is based upon the instructional plan of the program.

RESPIRATORY THERAPY TECHNOLOGY

The Respiratory Therapy Technology program assures that the clinical experience and instruction of students is meaningful and parallel in content and concept with the material presented in didactic and laboratory sessions. Schedules are developed which provide for equivalent clinical experience for all students. The instructional and supervisory activities of all clinical instructors are appropriate, effective, and coordinated.

RESPIRATORY THERAPY TECHNOLOGY

INSTRUCTIONAL PROGRAM
(Evaluation of Students)

Standard Statement

A system for evaluation of students is developed and implemented by the Respiratory Therapy Technology program faculty.

Explanatory Comment

Evaluation of students is based on tests, observations, records, interviews, homework, projects, and/or other evidence of student performance.

Evaluative Criteria

The Respiratory Therapy Technology program system for evaluation of students is consistent with institutional grading policies.

The faculty of the Respiratory Therapy Technology program develops, implements, and disseminates a written system for evaluation of students.

The Respiratory Therapy Technology program system for evaluation of students reflects the philosophy, purpose, goals, and objectives of the program.

The Respiratory Therapy Technology program system for evaluation of students requires use of competency-based measures of student performance.

The Respiratory Therapy Technology program system for evaluation of students requires use of both formative and summative evaluation.

The Respiratory Therapy Technology program system for evaluation of students includes evaluation and documentation of student achievement in both course specific knowledge and practical application.

The Respiratory Therapy Technology program system for evaluation of students includes evaluation and documentation of student achievement in the cognitive, affective, and psychomotor domains.

The Respiratory Therapy Technology program system for evaluation of students is reviewed annually and revised, as necessary.

RESPIRATORY THERAPY TECHNOLOGY

The methods used to evaluate students verifies the achievement of the objectives stated in the curriculum. Evaluation methods, including direct assessment of clinical competencies in patient care environments, are appropriate in design to assure valid assessment of student competency.

Standard Number:
54-05-06

RESPIRATORY THERAPY TECHNOLOGY

INSTRUCTIONAL PROGRAM
(Grading System)

Standard Statement

The Respiratory Therapy Technology program implements statewide grading standards.

Explanatory Comment

Program grading systems vary in detail but are consistent regarding major principles.

Evaluative Criteria

The faculty of the Respiratory Therapy Technology program develops, implements, and disseminates a written grading system that incorporates statewide grading standards.

The grading system reflects the objectives of the Respiratory Therapy Technology program.

The grading system of the Respiratory Therapy Technology program is used to promote student awareness of learning progress.

The grading system of the Respiratory Therapy Technology program bases grades in occupational courses on documented measures of student knowledge, practical application of knowledge, and employability skills.

The grading system of the Respiratory Therapy Technology program establishes passing grades that document student achievement of course competencies at levels acceptable for job entry.

The grading system of the Respiratory Therapy Technology program requires use of a grading scale whereby 90 to 100% is an A, 80 to 89% is a B, 70 to 79% is a C, 65 to 69% is a D, and 0 to 64% is an F.

The grading system of the Respiratory Therapy Technology program recommends the minimum course grade of C required for progress from specified courses to more advanced courses.

The grading system of the Respiratory Therapy Technology program is evaluated annually by the program faculty and revised, as needed.

Standard Number:
54-05-07

RESPIRATORY THERAPY TECHNOLOGY

INSTRUCTIONAL PROGRAM
(Laboratory Management)

Standard Statement

A system for instructional laboratory management is developed and implemented by the faculty of the Respiratory Therapy Technology program.

Explanatory Comment

An established laboratory management system facilitates productive instructional laboratory operation.

Evaluative Criteria

The faculty of the Respiratory Therapy Technology program develops and implements a written laboratory management system.

The laboratory management system is disseminated to Respiratory Therapy Technology program students and faculty.

Institutional policies regarding safety, liability, and laboratory operation are reflected in the Respiratory Therapy Technology program laboratory management procedure.

The Respiratory Therapy Technology program laboratory management system is consistent with the goals and objectives of the program.

The Respiratory Therapy Technology program laboratory management system maximizes the instructional usefulness of student laboratory experiences. The laboratory management system is designed to meet student needs in learning program competencies.

The Respiratory Therapy Technology program laboratory management system complies with and stresses safety practices, requires that safety instruction precede laboratory instruction, and establishes required safety tests.

The Respiratory Therapy Technology program laboratory management system is developed using input from program faculty, advisory committee members, and, when possible, students.

The laboratory management system is evaluated annually and revised, as needed.

Standard Number:
54-05-09

RESPIRATORY THERAPY TECHNOLOGY

INSTRUCTIONAL PROGRAM
(Equipment, Supplies, and Materials)

Standard Statement

The furnishings, equipment, supplies, and materials for the Respiratory Therapy Technology program are sufficient, appropriate, and adequately maintained to support safe and effective instruction.

Explanatory Comment

Program equipment, supplies, and materials include items used in a given occupation and items used in the delivery of instruction.

Evaluative Criteria

Current and adequately maintained furnishings, equipment, supplies, and materials are available to meet the instructional goals and performance objectives of the Respiratory Therapy Technology program.

Students in the Respiratory Therapy Technology program are helped to develop transferable occupational skills by using instructional equipment, tools, materials, and supplies that are comparable to those currently used in the occupational field. Tools and equipment reflect industry quality standards.

The furnishings, equipment, supplies, and materials used in the Respiratory Therapy Technology program meet or exceed applicable local, state, and federal health and safety standards.

The Respiratory Therapy Technology program makes provisions to ensure that all health and safety equipment, machine guards, fixtures, materials, and supplies required by local codes, state law, and professional practice are available and maintained in working order.

The Respiratory Therapy Technology program requires that applicable personal safety devices, equipment, and supplies are available, utilized, and maintained in working order.

First aid supplies appropriate for the Respiratory Therapy Technology program are available throughout each program area.

RESPIRATORY THERAPY TECHNOLOGY

Respiratory Therapy Technology program equipment, supplies, and materials are installed, color coded, controlled, ventilated, and/or stored in accordance with applicable health and safety codes.

The Respiratory Therapy Technology program implements an equipment, materials, and supplies management system that delineates proper procedures for purchasing, maintaining, locating, storing, inventorying, securing, distributing, repairing, replacing, and safely using instructional items.

The Respiratory Therapy Technology program utilizes its advisory committee and other inputs in implementing annual evaluation and planning procedures to maintain or improve the adequacy, safety, and management of equipment, materials, and supplies.

RESPIRATORY THERAPY TECHNOLOGY

INSTRUCTIONAL PROGRAM
(Physical Facility)

Standard Statement

The Respiratory Therapy Technology program is provided with adequate and appropriate facilities.

Explanatory Comment

The facilities for the Respiratory Therapy Technology program vary depending on enrollments, learning activities involved, instructional equipment used, indoor and/or outdoor instruction involved, and other factors.

Evaluative Criteria

Space allocations for the Respiratory Therapy Technology program are appropriate for the number of students enrolled and the type of instructional activity involved.

The physical facilities for the Respiratory Therapy Technology program are designed to facilitate instructional delivery, allow program flexibility, accommodate instructional management, protect students and staff against safety hazards, protect equipment from loss or damage, provide accessibility to all students, and create a positive atmosphere for effective learning.

The physical facilities for the Respiratory Therapy Technology program are arranged to separate noise-producing activities from those that require a quiet environment, to expedite student traffic flow, and to prevent disruption of instruction.

Water, electricity, and other utilities are safely and conveniently provided to the Respiratory Therapy Technology program on the basis of instructional needs.

The Respiratory Therapy Technology program is provided with lighting, heating, cooling, ventilation, and any specialized control systems needed to maintain healthy and safe working conditions and meet instructional requirements.

The physical facilities for the Respiratory Therapy Technology program include classrooms, laboratories, and/or other specialized learning areas needed to meet instructional requirements.

RESPIRATORY THERAPY TECHNOLOGY

The institution provides adequate and appropriate non-instructional facilities including offices, restrooms, storage areas, and any other specialized areas needed to meet Respiratory Therapy Technology program needs.

The facilities for the Respiratory Therapy Technology program are maintained regularly and operated effectively and cost efficiently.

The Respiratory Therapy Technology program faculty and advisory committee conduct an annual facility evaluation which contributes to the overall institutional facility review process.

Standard Number:
54-06-01

RESPIRATORY THERAPY TECHNOLOGY

ACADEMIC SKILLS
(Academic Requirements)

Standard Statement

Academic achievement standards are established for the Respiratory Therapy Technology program.

Explanatory Comment

Examples of academic skills include, but are not limited to, communication skills, reading comprehension skills, and computation skills.

Developmental studies assists students to improve skills such as language usage, reading, and computation prior to regular program admission.

Evaluative Criteria

The Respiratory Therapy Technology program utilizes academic achievement standards for admission that reflect skills necessary for successful participation in the instructional program.

The institution offers developmental studies to students who do not meet academic achievement standards for program admission.

The institution offers a required general core curriculum consisting of academic instruction.

Opportunities for academic remediation are provided to students while enrolled in Respiratory Therapy Technology program courses.

The Respiratory Therapy Technology program utilizes academic evaluation achievement standards that reflect skills necessary for successful performance on the job.

Where a state-approved evaluation has not been established, evaluation of essential academic skills is conducted according to standards developed by the local program faculty.

RESPIRATORY THERAPY TECHNOLOGY

EMPLOYABILITY SKILLS
(Job Acquisition)

Standard Statement

Job acquisition competency areas are integrated into the curriculum of the Respiratory Therapy Technology program.

Explanatory Comment

Employability skills refer to the basic academic, interpersonal, reasoning, and problem solving skills that, when transferred to the occupational setting, facilitate job acquisition, retention, and advancement.

Job acquisition competency areas consist of essential employability skills that directly influence the ability to obtain employment.

Evaluative Criteria

The faculty of the Respiratory Therapy Technology program ensures that job acquisition competency areas are included in the curriculum.

Job acquisition competency areas include, but are not limited to, the following:
a) job search;
b) job application and resume preparation;
c) interviewing; and
d) job marketing.

The faculty of the Respiratory Therapy Technology program utilizes job follow-up data, current research, and the expertise of the program advisory committee to evaluate and update the delivery of program employability skills training.

The faculty of the Respiratory Therapy Technology program assists in providing student employment information to the job placement office.

The faculty of the Respiratory Therapy Technology program encourages and guides students in preparing occupationally appropriate job acquisition materials such as applications, resumes, letters of reference, work histories, course descriptions or outlines, transcripts, and other related information.

Standard Number:
54-07-01

RESPIRATORY THERAPY TECHNOLOGY

The media collection includes multi-media employability information appropriate for classroom and individual student use.

RESPIRATORY THERAPY TECHNOLOGY

EMPLOYABILITY SKILLS
(Job Retention and Advancement)

Standard Statement

Job retention and advancement competency areas are integrated into the curriculum of the Respiratory Therapy Technology program.

Explanatory Comment

Employability skills refer to the basic academic, interpersonal, reasoning, and problem solving skills that, when transferred to the occupational setting, facilitate job acquisition, retention, and advancement.

Job retention and advancement competency areas consist of desirable job performance skills and attitudes that directly influence the ability to maintain employment or achieve an improved employment role.

Evaluative Criteria

The faculty of the Respiratory Therapy Technology program ensures that job retention and advancement competency areas are included in the curriculum.

The Respiratory Therapy Technology program curriculum stresses professional job performance required for maintaining and advancing in a job including, but not limited to, demonstration of:

a) knowledge of occupational and academic skills;
b) quality work standards;
c) productivity;
d) communication skills;
e) punctuality;
f) problem solving skills;
g) interpersonal skills;
h) confidentiality; and
i) knowledge of the career ladder.

RESPIRATORY THERAPY TECHNOLOGY

The Respiratory Therapy Technology program curriculum stresses professional attitudes required for maintaining and advancing in a job including, but not limited to, demonstration of:

a) cooperativeness;
b) pleasantness;
c) responsibility;
d) self-control;
e) enthusiasm;
f) flexibility;
g) helpfulness;
h) loyalty; and
i) willingness to learn.

The Respiratory Therapy Technology program faculty utilizes job follow-up data, current research, and the expertise of the program advisory committee to evaluate and update the delivery of program employability skills training.

The Respiratory Therapy Technology program faculty assists in providing student employment information to the job placement office.

Standard Number:
54-08-01

RESPIRATORY THERAPY TECHNOLOGY

STAFF
(Faculty Qualifications and Responsibilities)

Standard Statement

Qualified faculty are responsible for carrying out the purpose, goals, and objectives of the Respiratory Therapy Technology program.

Explanatory Comment

Essential faculty qualifications and responsibilities are detailed in the Certification Manual and the program-specific standards established by the Georgia Board of Technical and Adult Education.

Evaluative Criteria

The qualifications for each Respiratory Therapy Technology program part-time or full-time faculty member meet the requirements specified in the Certification Manual of the Georgia Board of Technical and Adult Education, as appropriate, and the requirements of the designated accrediting agency(ies).

The responsibilities of each Respiratory Therapy Technology program part-time or full-time faculty member are in compliance with the requirements specified in the Georgia Board of Technical and Adult Policy Manual and are in conformance with the requirements of the designated accrediting agency(ies).

The faculty of the Respiratory Therapy Technology program use annual staff development opportunities to assure achievement of occupational and instructional competency.

RESPIRATORY THERAPY TECHNOLOGY

ADVISORY COMMITTEE
(Function)

Standard Statement

A program advisory committee provides expert support for the Respiratory Therapy Technology program.

Explanatory Comment

A program advisory committee is established to promote interaction between the Respiratory Therapy Technology program and businesses and industries served by the program.

Faculty use the expertise of the advisory committee to improve program content and operation.

Evaluative Criteria

The Respiratory Therapy Technology program advisory committee assists with developing short-range and long-range plans.

The Respiratory Therapy Technology program advisory committee provides advice regarding curriculum content to ensure that courses relate to present and future employment needs.

The Respiratory Therapy Technology program advisory committee makes suggestions regarding the modification, addition, or deletion of course offerings.

The Respiratory Therapy Technology program advisory committee supports the program through public relations activities.

The Respiratory Therapy Technology program advisory committee makes recommendations regarding the design and use of physical facilities.

The Respiratory Therapy Technology program advisory committee makes recommendations regarding the selection and maintenance of equipment.

The Respiratory Therapy Technology program advisory committee assists in evaluation of program effectiveness, job development, job placement, program promotion, evaluation in relation to standards, program advocacy, and industrial support of the program.

RESPIRATORY THERAPY TECHNOLOGY

The Respiratory Therapy Technology program advisory committee submits its recommendations regarding program related changes to the appropriate state-level technical committee for review on an annual basis.

The Respiratory Therapy Technology program faculty provides documented evidence that program advisory committee recommendations are considered and that specific action is taken on each recommendation.

Standard Number:
54-09-02

RESPIRATORY THERAPY TECHNOLOGY

ADVISORY COMMITTEE
(Membership)

Standard Statement

The membership of the Respiratory Therapy Technology program advisory committee is representative of the community and employment market served by the program.

Explanatory Comment

The Respiratory Therapy Technology program advisory committee is composed primarily of persons in the industry served by the program and includes persons within the community and employment market who positively impact the program.

Evaluative Criteria

The faculty of the Respiratory Therapy Technology program, in cooperation with the administration of the institution, selects the advisory committee.

The Respiratory Therapy Technology program advisory committee includes a cross-section of representatives from program-related businesses and industries.

The Respiratory Therapy Technology program advisory committee includes program-related business and industry representatives who have varying occupational positions.

The Respiratory Therapy Technology program advisory committee includes faculty as ex officio members.

The Respiratory Therapy Technology program advisory committee is composed of a minimum of five members.

The Respiratory Therapy Technology program advisory committee maintains a base of experienced members while acquiring new members.

The Respiratory Therapy Technology program advisory committee members are recognized for their dedication and effort to improve the quality of education.

RESPIRATORY THERAPY TECHNOLOGY

ADVISORY COMMITTEE
(Meetings)

Standard Statement

Respiratory Therapy Technology program advisory committee meetings have a planned program of work.

Explanatory Comment

Regularly scheduled formal advisory committee meetings focus on planning, developing, implementing, and evaluating the Respiratory Therapy Technology programs.

Evaluative Criteria

The Respiratory Therapy Technology program advisory committee has an annual program of work on file.

The Respiratory Therapy Technology program advisory committee meets a minimum of two times annually on a scheduled basis.

The Respiratory Therapy Technology program advisory committee elects officers, including a chairperson and a secretary.

The Respiratory Therapy Technology program advisory committee follows an agenda which is distributed to members prior to each meeting.

The chairperson of the Respiratory Therapy Technology program advisory committee assists program faculty in developing the agenda for each meeting.

The Respiratory Therapy Technology program advisory committee maintains minutes indicating date, agenda, members present, and recommendations.

Minutes are distributed to each Respiratory Therapy Technology program advisory committee member prior to each meeting.

The Respiratory Therapy Technology program advisory committee maintains an open file of minutes and other necessary documents for a minimum of three years.

RESPIRATORY THERAPY TECHNOLOGY

The Respiratory Therapy Technology program advisory committee members are invited to make periodic classroom visits to the institution.

The Respiratory Therapy Technology program advisory committee has a quorum present to conduct business.

RESPIRATORY THERAPY TECHNOLOGY

SPECIAL NEEDS
(Commitment)

Standard Statement

The Respiratory Therapy Technology program is committed to providing technical education to special needs students.

Explanatory Comment

Special needs students are those who are academically and/or economically disadvantaged, are physically and/or mentally handicapped, or are national origin minority students with limited English language skills.

The special needs requirements of the Georgia Board of Technical and Adult Education meet or exceed all relevant local, state, and federal legislation.

Special needs legislation includes, but is not limited to, mandates for auxiliary aids to students, removal of architectural and equipment barriers, and non-restrictive career counseling.

Evaluative Criteria

Special needs policies and operational procedures that comply with current local, state, and federal special needs legislation are implemented in the Respiratory Therapy Technology program.

Students who are academically and/or economically disadvantaged are provided special services and assistance to enable them to succeed in the Respiratory Therapy Technology program.

Students who have physical and/or mental impairments are provided special services and assistance to enable them to succeed in the Respiratory Therapy Technology program.

Students who are national origin minority students with limited English language skills are provided special services and assistance to enable them to succeed in the Respiratory Therapy Technology program.

RESPIRATORY THERAPY TECHNOLOGY

Respiratory Therapy Technology program faculty are prepared, through staff development education, to provide assistance for students with special needs.

All special needs personnel meet Georgia Board of Technical and Adult Education certification requirements.

Course objectives within the Respiratory Therapy Technology program are utilized as the basis for developing an Individualized Education Program (IEP) for each handicapped student under 21 years of age enrolled in the program.

RESPIRATORY THERAPY TECHNOLOGY

EQUITY
(Commitment)

Standard Statement

The Respiratory Therapy Technology program affords equal access and opportunities to all qualified students and staff.

Explanatory Comment

Equal access and equal opportunity refer to the prohibition of discrimination on the basis of race, color, national origin, religion, sex, age, or handicapping condition in educational programs, activities, and employment.

The equal access and equal opportunity requirements of the Georgia Board of Technical and Adult Education meet or exceed all relevant state and federal legislation.

Equal access and equal opportunity legislation includes, but is not limited to, mandates for: equitable admissions practices, counseling, employment, grievance procedures, and leave; nondiscriminatory recruitment and promotional materials; and public notification of nondiscrimination.

Evaluative Criteria

The nondiscrimination commitment of the Respiratory Therapy Technology program complies with current Georgia Board of Technical and Adult Education policy and state and federal law.

A written institutional policy that ensures equal access to all qualified students who can safely benefit from instructional services regardless of race, color, national origin, religion, sex, age, or handicapping condition is implemented in the Respiratory Therapy Technology program.

RESPIRATORY THERAPY TECHNOLOGY

HEALTH AND SAFETY
(Commitment)

Standard Statement

The Respiratory Therapy Technology program provides a safe and healthy environment for students and staff.

Explanatory Comment

References for proper health and safety conditions, equipment, practices, and procedures are available in Georgia Board of Technical and Adult Education policy and local, state, and federal law. Emergency and disaster plans, accident reports, and fire drill procedures are outlined in information from the State Fire Marshall's Office, the Civil Defense Division, and the Georgia Department of Human Resources.

Health and safety facility and equipment provisions required by the Georgia Board of Technical and Adult Education meet or exceed appropriate local, state, and federal law.

Evaluative Criteria

The physical facility, furnishings, equipment, supplies, and practices of the Respiratory Therapy Technology program meet or exceed appropriate local, state, and federal health and safety standards.

Proper health and safety practices are developed, implemented, and integrated into the Respiratory Therapy Technology program.

The Georgia Board of Technical and Adult Education does not discriminate
on the basis of age, sex, race, color, religion, national origin, or handicap
in its educational programs, activities, or employment policies.